

CHAPTER III

RESEARCH METHOD

This chapter describes how this research was conducted in order to investigate the research questions. It covers the research design, the research object, the data collection, and the data analysis.

3.1 RESEARCH DESIGN

This students' speaking anxiety study used a mixed method. Mixed method study was used since this study focused on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies (Creswell, 2007). In this study there would be quantitative data, and then the data would be described qualitatively.

3.2 RESEARCH SUBJECT

The subjects of this research were 8th grade students at SMP Negeri 01 DAU year 2017/2018 who learned English in English Class. The consideration of choosing these participants was because students in grade IX (9) had the higher possibility of anxiety than students in grade VIII (8) due to their preparation of final examination, so that students in grade IX (9) experienced anxiety because of their final examination. In addition the researcher did not take a sampling for 7th grade students because they had a lower proficiency of English than 8th grade students. The researcher believed that the most conducive subject was the 8th grade students of junior high school.

3.3 DATA COLLECTION

The researcher attempted to obtain the data of 8th grade students at SMP Negeri 01 DAU that learned English in English class. The data were gathered upon the instrument and procedures below;

3.3.1 Research Instrument

Research instrument is a tool that is used by the researcher to get the data. Ary, et. Al. (2009) states there are number of research instrument, such as; observation, interview, document analysis etc. In conducting this mixed method research, the instrument that was used is a questionnaire.

3.3.1.1 Questionnaire

The researcher adapted questionnaire from Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz et al. (1983) to answer both of the level of students' speaking anxiety and factors contributing students' speaking anxiety. This instrument consists of 33 questions about anxiety in classroom. This instrument was chosen because "it employs a situation specific approach, an approach that has yielded more meaningful and consistent result than other approach in second language speaking anxiety studies" (Mak, 2009). The answer of the questionnaire ranged from 1-5. The lower scores that participant get the higher anxiety they experienced. FLCAS consists of 33 closed-ended questions related to students' anxiety in classroom. Since this study focused on speaking anxiety, some items of the question were dropped and only items that were relevant

to this study were selected. According to Dinanti (2015), FLCAS items that were relevant to speaking anxiety study were items number 1, 3, 9, 13, 18, 20, 23, 24, 27, 31.(see appendix 2) This questionnaire was adapted and translated to *Bahasa Indonesia* to make the students understand what the questions were about (see Appendix 1).

The researcher divided the question number 1, 3, 9, 13, 18, 20, 23, 24, 27, 31 into 3 parts based on three components of foreign language anxiety by Horwitz et al. (1983) in order to answer question number two about factors contributing students' speaking anxiety.

3.3.2 Procedure

In order to collect data, the researcher applied these procedures;

1. Designing Questionnaire

In order to get the data the researcher used FLCAS questionnaire. The questionnaire items that were relevant to this study were chosen. According to Dinanti (2015), items that are relevant to the speaking anxiety study are questions number 1, 3, 9, 13, 18, 20, 23, 24, 27, 31. (see Appendix 1 and 2).

2. Distributing Questionnaire

The questionnaire was distributed to the 8th grade students of SMP Negeri 01 DAU that consist of 25 students.

3.4 DATA ANALYSIS

This section discusses how the data was analyzed to know the level of anxiety and the factors contributing the anxiety.

Ten items of FLCAS that was relevant to this study was used to measure the level of speaking anxiety experienced by 8th grade students of SMP Negeri 01 DAU in English class. Using a five-point Likert scale, the answer ranged from 1-5 with answer “strongly agree” to “strongly disagree”. To get the range of the score of each class. Researcher used interval formula which is commonly used to measure the psychological phenomena happened in society (Riduwan, 2009). Since the questionnaire consist of 10 items with maximal point of 5 for each item so the maximal score for all items was 50. The minimal score of each item is 1, thus the minimal score was 10. From the formula above, the class intervals were:

$10 \leq x < 18$ very anxious	$34 \leq x < 42$: relaxed
$18 \leq x < 26$: anxious	$42 \leq x < 50$: relaxed
$26 \leq x < 34$: mildly anxious	

The students' answer of each questions were summed up. Then the total score of the students' answers will be categorized into the class interval above to find out the students' speaking anxiety level at SMP Negeri 01 DAU.

To analyze the factors that was contributing the anxiety, the researcher associated the FLCAS questionnaire to the Horwitz and Cope (1986) statement about three components of foreign language anxiety. The researcher divided the 10 FLCAS questions that represented factor of anxiety into three parts. 1.) FLCAS

questions that represented the Communication Apprehension (CA) were number 1, 9, 18, 24, 27. 2.) FLCAS questions represented the Fear of negative evaluations were 13, 23, 31. 3.) FLCAS questions that represented Test Anxiety were number 3, 20. Students' answer of each question will be presented in a form of graph to show the percentage of students' choice. To answer the factors contributing students' speaking anxiety the researcher presented the percentage of students' choice in FLCAS questionnaire based on the three categories into a graph. The graph will show components or factors that contributing students' speaking anxiety in grade VIII (8) at SMP Negeri 01 DAU.

